

FROM
School for the Blind
FARIBAUT, MINN.

TWENTY-SEVENTH BIENNIAL REPORT

Minnesota School for the Blind

Faribault, Minnesota



For Two Years Ending June 30, 1932

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STATE BOARD OF CONTROL

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TWENTY-SEVENTH BIENNIAL REPORT

OF

THE SUPERINTENDENT

OF THE

Minnesota School for the Blind

For Two Years Ending June 30, 1932

TO THE STATE BOARD OF CONTROL

1933
State Prison Printing Dept.
Stillwater, Minn.



DOW HALL

The School for the Blind at Faribault was created by the Legislature in 1864 as a department of the Minnesota Institute for the "Deaf, Dumb and Blind." The first class was organized in 1866. A separate building for the blind was authorized in 1874, and in 1887 the Legislature provided that the school be maintained as a department of the "Minnesota Institute for the Defectives." The name of the institution was changed to the Minnesota School for the Blind in 1902.

It is located on a high bluff overlooking the river and the city, with spacious grounds, pleasant walks and abundant shade trees. Its opportunities are free to all blind persons or those who have not sufficient sight to pursue their studies in the public school, and who are residents of the state, between the ages of six and twenty years, and who are capable of profiting by instruction. The school year extends from September to June.

During the summer vacation all of the pupils return to their homes and summer schools for adult blind men and women are maintained. In these schools the principal emphasis is placed upon industrial and vocational training.

The school coöperates with the division of the blind of the Board of Control in its work of aiding and assisting the blind of the state.

The main building includes the administrative offices, school rooms, quarters for employees, kitchen and dining rooms and dormitories for girls. There are two cottages for boys, a superintendent's cottage, an industrial building, a hospital and a laundry. The school population averages 110. It has land area of 50 acres, 59 employees and officers and a land and building value of \$265,700.

The work of the school is conducted in three departments, the academic with sight saving, music and industrial.

Officers and Teachers

	For 1930-31	For 1931-32
<i>Superintendent—</i>	Mendus R. Vevle	Mendus R. Vevle
<i>Principal—</i>	Julia Beaumann	Julia Beaumann
<i>Steward—</i>	Mrs. Anna R. Steppan	Mrs. Anna R. Steppan
<i>Physician—</i>	Dr. F. U. Davis, B. S., M. D.	Dr. F. U. Davis, B. S., M. D.
<i>Ophthalmologist—</i>	Dr. Douglas F. Wood, B. A., M. D., C. M., F. A. C. S.	Dr. Douglas F. Wood, B. A., M. D., C. M., F. A. C. S.
<i>Literary Teachers—</i>	Julia Beaumann Emeline Brandeen Ethel Erickson Fannie Ladd Agnes Langan Marie Lien Edna Severson Genevieve Skinner Clara Zieske	Julia Beaumann Emeline Brandeen Ethel Erickson Fannie Ladd* Agnes Langan Marie Lien Edna Severson Genevieve Skinner Clara Zieske Edna Lamb Howard F. Schwartz Olive Prine, Substitute
<i>Music Teachers—</i>	Edith Guillemín Florence Bieter Emeline Brandeen Martin A. Steppan	Edith Guillemín Florence Bieter Emeline Brandeen Martin A. Steppan
<i>Physical Training—</i>	Ethel Erickson Herbert Laatsch Howard F. Schwartz	Ethel Erickson Howard F. Schwartz
<i>Industrial Teachers—</i>	Elizabeth Boody Marie Lien Augusta Schewe Joseph Grebner Halvor Jacobson Samuel A. Wilson	Elizabeth Boody Marie Lien Augusta Schewe Joseph Grebner Halvor Jacobson Samuel A. Wilson
<i>Office Assistant—</i>	Verona L. Hamner Florence Thompson	Florence Thompson
<i>Housekeeper—</i>	Mrs. Jane Hoban	Mrs. Jane Hoban Julia A. Nelson
<i>Engineer—</i>	Wayne Saarela	Wayne Saarela

*Died May 3rd, 1932.

Superintendent's Report

To the Honorable, the State Board of Control:

I have the honor and the privilege to submit herewith the biennial report of the Minnesota School for the Blind, being my first and the school's twenty-seventh. The report covers the period from July 1, 1930, to June 30, 1932.

REGULAR SCHOOL

During the biennium 1930-1932 we have had a total enrollment of 137 pupils, 79 boys and 58 girls. Of this number 47 were new admissions, 29 boys and 18 girls.

The following pupils were enrolled in the Regular School during the biennium ending June 30, 1932.

Name	Town	County
Anderson, Edward	Watkins	Meeker
Arvidson, Jack	Minneapolis	Hennepin
Beal, Donald	Waterville	Le Sueur
Bernsdorf, Richard	Georgetown	Clay
Bethke, Eugene	Stewart	McLeod
Bishop, Norval	Duluth	St. Louis
Bjornstad, Marie	Hartland	Freeborn
Bolme, Edna	St. Paul	Ramsey
Brennan, Francis	Sauk Rapids	Benton
Brinson, Betty	Rochester	Olmsted
Brown, Esther	Herman	Grant
Burgan, Margaret	Glen Lake	Hennepin
Burnett, Caroline	Minneapolis	Hennepin
Christianson, Wallace	Benidji	Beltrami
Codden, Frank	Cass Lake	Cass
Collins, Alice	Brainerd	Crow Wing
Cowan, Elizabeth	Faribault	Rice
Cowan, Corrinne	Faribault	Rice
Craven, Margaret	Minneapolis	Hennepin
Daby, Ethel	Granite Falls	Yellow Medicine
Day, Virgil	Winnebago	Faribault
Debo, Denise	Truman	Martin
Dedon, Donald	Lindstrom	Chisago
Derkson, Willard	Mountain Lake	Cottonwood
Dewing, Duane	Hutchinson	McLeod

Duchene, Marie	Faribault	Rice
Duhaime, Francis	Grand Portage	Cook
Ehlers, Loretta	Faribault	Rice
Elias, Lawrence	Hayfield	Dodge
Eskuri, Oscar	Moose Lake	Carlton
Farone, Olga	Ely	St. Louis
Femrite, Mabel	Dawson	Lac Qui Parle
Fischer, Arthur	Wadena	Wadena
Fischer, Daniel	Iron	St. Louis
Fischer, Eva	Sleepy Eye	Brown
Ford, Merle	Longville	Cass
Frederickson, Greta	Holt	Marshall
Fuller, Electa	Rochester	Olmsted
Fuller, Germaine	Rochester	Olmsted
Gardner, Nellie	Pillager	Cass
Gardner, Vietta	Pillager	Cass
Gerard, Cecelia	Duluth	St. Louis
Gray, Viola	Detroit Lakes	Becker
Hagen, Wallace	Waseca	Waseca
Haider, Mayme	Minneapolis	Hennepin
Hanzal, Joseph	St. Paul	Ramsey
Higgins, Harold	Winona	Winona
Hill, Lorraine	Mayer	Carver
Houghtelin, Mavis	Owatonna	Steele
Houle, Priscilla	Cloquet	Carlton
Hughes, Arthur	Minneapolis	Hennepin
Hunder, Donald	Wheaton	Traverse
Hunn, Oden	Winnebago	Faribault
Hulbert, Blanche	Deer River	Itasca
Ische, Herman	Hamburg	Carver
Jacob, Ogden	Minneapolis	Hennepin
Johnson, Dorothy	Warroad	Roseau
Johnson, Minetta	Alexandria	Douglas
Jorgenson, Arthur	East Grand Forks	Polk
Jorgenson, Bessie	East Grand Forks	Polk
Jorgenson, Harris	Montevideo	Chippewa
Jorgenson, Leroy	Montevideo	Chippewa
Kampsula, Irene	New York Mills	Ottertail
Kampsula, Lorraine	New York Mills	Ottertail
Kaupanger, Earl	Kelliher	Beltrami
Kaupanger, Henry	Kelliher	Beltrami

Kaupanger, Norman	Kelliher	Beltrami
Kiel, Myrtle	Faribault	Rice
Koepp, Luella	Osseo	Hennepin
Landreville, Joseph	Argyle	Marshall
Larson, George	Cass Lake	Cass
Lehto, Dorothy	Nopeming	St. Louis
Marshall, James	Mankato	Blue Earth
Martinsen, Valborg	Coleraine	Itasca
Maus, Lavone	West Union	Todd
Mayfield, Elmo	Ranier	Koochiching
Mayrand, Clarence	Cloquet	Carlton
Mayrand, Edward	Cloquet	Carlton
Mayrand, Howard	Cloquet	Carlton
Mirkovich, Elsie	Crosby	Crow Wing
Mitchell, John	Kasota	Le Sueur
Moldenhouer, Lucille	Lake City	Wabasha
Moriarty, Donald	Belle Plaine	Scott
Moriarty, Mark	Belle Plaine	Scott
Mouster, Lawrence	Gilbert	St. Louis
Neal, Alex	Moorhead	Clay
Newburgh, Dorothy	St. Paul	Ramsey
Nichols, Mary	Staples	Todd
Nordquist, Maynard	Hoffman	Grant
Ohnstad, Karsten	McIntosh	Polk
Olander, Malinda	Crosby	Crow Wing
Olson, Arnold	Bemidji	Beltrami
Olson, Clyde	Minneapolis	Hennepin
Olson, Gordon	Minneapolis	Hennepin
Olson, Leslie	International Falls	Koochiching
Olson, Vernon	Minneapolis	Hennepin
Orcutt, Bertrand	Fergus Falls	Ottertail
Orcutt, Ronald	Fergus Falls	Ottertail
Orcutt, Venora	Fergus Falls	Ottertail
Orlovich, Daisy	Pengilly	Itasca
Ostgarden, Myrtle	Zumbrota	Goodhue
Patton, Raymond	Northfield	Rice
Pederson, Clarence	Hector	Renville
Petersen Esther	St. Paul	Ramsey
Peterson, Robert	Morton	Renville
Peterson, Allan	Lakewood	St. Louis
Pierce, Alfred	Wilton	Beltrami

Pulkrabek, Myron	Biscay	McLeod
Rechtenbach, Marguerite	St. Paul	Ramsey
Roepke, Carter	Faribault	Rice
Schug, Francis	Cologne	Carver
Schuldt, Louis	Lakefield	Jackson
Seaver, Dwayne	Solway	Beltrami
Shields, Daniel	Fronton	Crow Wing
Shumway, Ethel	Thief River Falls	Pennington
Sitton, Edward	St. Peter	Nicollet
Slagter, Alma	Raymond	Kandiyohi
Sorenson, Lester	Pitt	Lake of the Woods
Strand, Oswald	Belgrade	Stearns
Strickland, Clarence	Eagle Bend	Todd
Strittmatter, Freda	Pipestone	Pipestone
Strong, Chester	Duluth	St. Louis
Strop, Bernard	St. Paul	Ramsey
Swenson, Fred	Minneapolis	Hennepin
Thoe, Omer	Brainerd	Crow Wing
Thomas, Arvid	Elizabeth	Ottertail
Tschida, Rose	Avon	Stearns
Vanderwerf, Lillian	Sleepy Eye	Brown
Waterworth, Elizabeth	Newfolden	Marshall
Weinhold, Harold	Rochester	Olmsted
Williams, Edna	Minneapolis	Hennepin
Williams, Marie	Minneapolis	Hennepin
Wilson, Ivan	Faribault	Rice
Wollan, Arnold	Starbuck	Pope
Wood, Irene	Minneapolis	Hennepin
Wright, Kenneth	Minneapolis	Hennepin
Ystenes, Bennie	Bejou	Mahnomen

The following pupils were graduated from our high school on May 28th, 1931:

Name	Town	County
Mabel Femrite	Dawson	Lac Qui Parle
Mayme T. Haider	Minneapolis	Hennepin
Harold J. Higgins	Winona	Winona
George Larson	Cass Lake	Cass
Dorothy Newburgh	St. Paul	Ramsey
Allan Peterson	Lakewood	St. Louis
Rose Tschida	Avon	Stearns

In 1931 the Dr. Dow Scholarship Awards were given to Allan Peterson for English; to the Boys' Quartette consisting of Maynard Nordquist, Allan Peterson, Robert Peterson and Arvid Thomas, for Music; to Daniel Fischer for Industrial Work.

Ten pupils did not return for further instruction after the school year 1930-1931. The reasons were either overageness, a completion of the training planned for them, illness or transfer.

During this year two of our pupils died. Daniel Shields died at the institution from cerebral embolism on November 5th, 1930. His remains were taken by an officer of the school to his home at Ironton for burial. Ethel Shumway died at her home at Thief River Falls while at home for a short Christmas vacation. She was ill for only thirty-six hours.

The following pupils were graduated from our high school on May 26th, 1932:

Name	Town	County
Maynard Nordquist-----	Hoffman-----	Grant
Harold Weinhold-----	Rochester-----	Olmsted

In 1932 the Dr. Dow Scholarship Awards were given to Karsten Ohnstad for English; to Denise Debo, Gordon Olson, Daisy Orlovich and Arvid Thomas for Music; to Nellie Gardner for Industrial Work.

Fourteen pupils will not return after this year. The reasons for their non-return are either overageness, a completion of the training planned for them, illness or transfer.

During this year Lavone Maus died of cerebral meningitis on September 16th, 1931. She was sick for only thirty hours. Her father called for the remains. She was buried at West Union.

SUMMER SCHOOL

A Summer School for blind men and women is maintained.

Applicants must be in such condition of health and strength as to be able to utilize the time profitably and those are given the preference who have lost their sight comparatively recently. Blind men and women who are residents of Minnesota are eligible to attend four summer school sessions.

All of the industrial facilities of the school are available for the pupils, and they are expected to put in as full hours as their physical condition will warrant. Instruction and training are given in piano tuning, hammock, fly-net and door-mat weaving, rattan and reed basket



GRADUATING CLASS, JUNE, 1931

Top Row, left to right: Harold J. Higgins, George Larson, Allan Peterson
Bottom Row, left to right: Dorothy Newburgh, Rose Tschida, Mabel Femrite, Mayme T. Haider

making, repair and adjustment of piano players, broom and whisk making, tennis racket restringing; and chair caning, cabinet work and the use of carpenter's tools and minor industrial work. In addition the women receive instruction in sewing and fancy work and domestic science.

There is also instruction in reading and writing by touch, in the method or retention of the power to write previously possessed, and in the use of the typewriter. Attention is also given to instruction in the best ways of acquiring independence of action and of performing the ordinary personal and social functions of life. No mingling of the sexes is permitted.

There is no expense connected with the summer school except necessary expenses of travel to and from the School. Board, room and laundry are provided without charge.

During the biennium there were enrolled in the summer school forty-four men and thirteen women. Of this number seventeen men and three women were new admissions. Eleven men and four women have completed their training at summer school during the biennium.

The following men and women were enrolled in the Summer School session during the years 1930 and 1931:

Name	Town	County
Anderson, Jennie	St. Paul	Ramsey
Antonson, Peter	Duluth	St. Louis
Bathron, James	International Falls	Koochiching
Battin, Albert	Mora	Kanabec
Begeman, Frances	Wilton	Beltrami
Berglin, Albert	Alexandria	Douglas
Blankenberg, G. F.	Springfield	Brown
Carman, Mary Alice	Detroit Lakes	Becker
Carney, William	St. Paul	Ramsey
Clemence, Mrs. Eva	Hopkins	Hennepin
Connelly, William	Duluth	St. Louis
Cope, Chas. D.	Owatonna	Steele
Coursolle, Jos. E.	Two Harbors	Lake
Dahleen, Chas. H.	Munger	St. Louis
Davis, Carl B.	Bingham Lake	Cottonwood
Durgin, Dr. F. L.	Winnebago	Faribault
Enter, Martin J.	Nicollet	Nicollet
Gibson, Mrs. Belle	Minneapolis	Hennepin
Gooding, Lars	Hopkins	Hennepin

Goranson, Nels	International Falls	Koochiching
Griggs, Chas. M.	Minneapolis	Hennepin
Grimes, Patrick	Franklin	Renville
Higgins, Harold J.	Winona	Winona
Hughes, Arthur	Minneapolis	Hennepin
Huhtala, Chas.	Faribault	Rice
James, Maxwell	Glenwood	Pope
Johnson, Charles	Albert Lea	Freeborn
Johnson, Julia B.	St. Paul	Ramsey
Jones, Ernest E.	Winnebago	Faribault
Klinger, Mrs. Caroline	Minneapolis	Hennepin
Larson, Agnes	Copes	Washington
Larson, Lars	Wood Lake	Yellow Medicine
Lehman, Edward	Northfield	Rice
Lien, Torger	Butterfield	Watonwan
Marsten, John	Ada	Norman
Miller, Mrs. Mabel	Pequot	Crow Wing
Nelson, Clarence N.	Milaca	Hennepin
Nelson, Nels	Minneapolis	Hennepin
Nelson, Nels W.	North St. Paul	Ramsey
Orfold, Anton	Biwabik	St. Louis
Overlee, James	Walnut Grove	Redwood
Palmer, Irving	Bayport	Washington
Pierson, P. A.	Little Falls	Morrison
Ramm, Richard	Duluth	St. Louis
Richardson, Henry	Mora	Kanabec
Sartain, Laura	Osage	Becker
Sherman, Alphonse	Minnesota City	Winona
Stewart, Agnes	Duluth	St. Louis
Strate, August	New Ulm	Brown
Thompson, Isaac	St. Paul	Ramsey
Thorson, Murphy Alfred	Kerkoven	Swift
Tritchler, William	Duluth	St. Louis
Tucker, Wm. J.	St. Paul	Ramsey
Turner, Louis	Duluth	St. Louis
Westlund, Theodore	Maple Plain	Hennepin
Willnow, Martha	Utica	Winona
Wold, Mrs. Ossa	McIntosh	Polk

ORGANIZATION

The Minnesota School for the Blind is maintained by the State of Minnesota under the direction of the Department of Public Institutions. The educational facilities provided are offered free of charge to all blind persons in Minnesota between the ages of six and twenty-one years who are capable of profiting by instruction. By "blind persons" is meant those who have not sufficient sight to pursue their studies in the public schools satisfactorily.

The work of the school is conducted in three departments—literary, music and industrial.

1. The literary department has two divisions—the braille division and the sight saving division. In the braille division all reading is done by the use of braille and the pupils placed in it are either totally blind or have such little sight they are unable to read any print no matter how large. The course of study includes the grades one through eight in the elementary department and the grades nine through twelve in the high school department. In the elementary grades the "Curriculum for Elementary Grades" published by the State Department of Education is used in determining the subject matter to be taught and is followed with but few deviations. The better student will finish the eight years of work in the required time, but others will take an extra year. It is our purpose to organize the teaching so the average student can complete the eight years of work in the required time. The subject matter taught in the high school grades follows the recommendations given in the "Syllabi for High School Subjects" published by the State Department of Education. The better pupils will finish their work in the required four years and others will require an extra year. Graduates from the high school are permitted to enter the University of Minnesota and the colleges of the state without examinations.

The sight saving division is organized along essentially the same lines as the braille division, except that the pupils are taught to read print. Clear type books printed in twenty-four point type are used and are supplemented by an abundance of other material printed in as large or larger type. All papers used, all black board and seat work materials are planned with the thought of conserving sight. All pupils are taught to read braille, except those few who have good enough sight to make future braille work unnecessary. These are permitted to go on without braille because it is expected that their continued improvement in sight will finally make it possible for them to attend sighted schools again.

This large type sighted material is not available for the upper grades, but there is an adequate supply through the fifth. Hence, it becomes necessary for these pupils to use more and more braille as they advance in school and most of them will have to depend on it entirely after they enter high school. But they have learned to read print and will use this knowledge whenever large print material is available. The two divisions, therefore, have a tendency to come closer together as the pupil advances in school.

All pupils in the sight department are examined at least two times a year by our oculist, Dr. Douglas F. Wood. All cases needing special care are examined more frequently. Dr. Wood's advice concerning the care of their eyes and the amount of print reading allowed is carefully followed. As a result marked improvement is shown in some cases and nearly every year some are sent back to do work in a regular way in a sighted school. During the last biennium there has been three such cases.

Braille reading in each of these two divisions is taught by teachers especially qualified to teach the subject. Braille writing and spelling is stressed throughout. Likewise all of the pupils who are far enough advanced are allowed adequate time for work in the industrial department. Hand work for the younger children is taught either in the room itself or to groups in special rooms. The younger children are given elemental instruction in music and are given adequate opportunity for group singing. As soon as a child shows evidence of ability he is given concentrated individual instruction. These special plans apply to both groups alike.

2. In the industrial department the boys are taught piano tuning and repair and adjustment of piano players. Present tendencies seem to make it advisable to reduce the size of our player piano department. We expect to find it necessary to finally eliminate this department. The boys are also taught broom and whisk making, hammock and net making, chair caning, woodwork, basketry, mat making and carpet, rug and art loom fabric weaving. The girls are taught carpet, rug and art loom fabric weaving, basketry, chair caning, plain, fancy, hand and machine sewing and cooking.

During the biennium the Industrial Departments produced the following:

BROOM DEPARTMENT

Brooms made in 1930-1931_____	185½ Doz.
Brooms made in 1931-1932_____	230⅙ Doz.

WEAVING DEPARTMENT

Plain Rugs -----	174	Table and Radio Runners--	51
Pattern Rugs -----	188	Sofa Pillows -----	7
Chenille Pattern Rugs-----	3		

SEWING DEPARTMENT

Dresses -----	26	Curtains, pairs -----	12
Aprons -----	12	Curtain Ties, pairs-----	12
Crocheted Holders -----	18	Crash Towels -----	605
Knitted Holders -----	24	Bath Towels -----	375
Navajo Rugs -----	18	Pillow Slips -----	300
Crocheted Rugs -----	20	Sheets -----	275
Knitted Rugs -----	12	Dresser Scarfs -----	75
Braided Rugs -----	19	Table Cloths -----	42
Knitted Wash Cloths-----	18	Napkins -----	349
Knitted Coat Hangers-----	52	Slips -----	6
Wool Flowers—bunches --	48	Card Table Covers-----	2

Several pupils remodeled their dresses and coats.

CANING DEPARTMENT

Chair Seats Caned-----	30	Flat Reed Seats on Stools--	18
Tennis Rackets Restrung--	5		

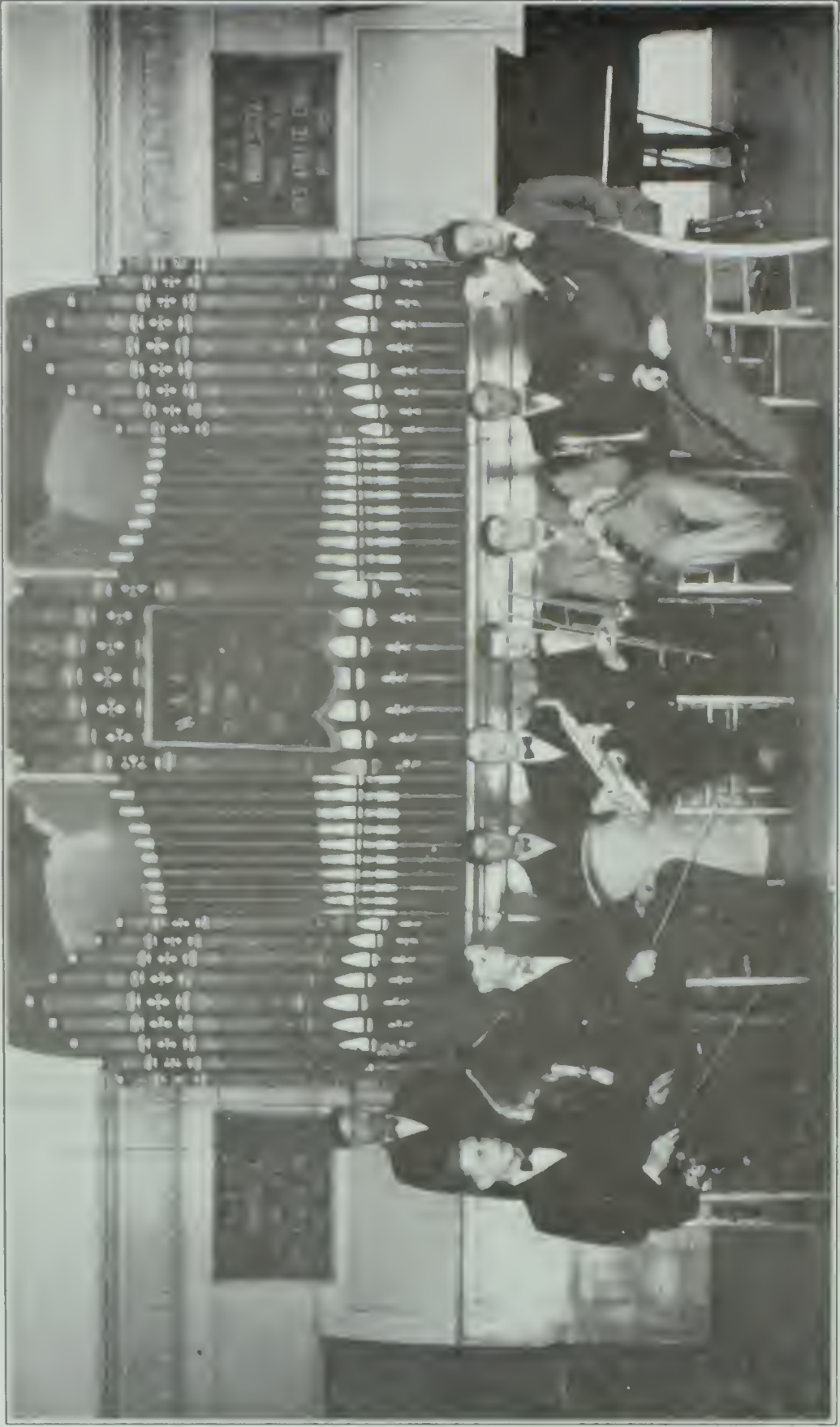
BASKETRY DEPARTMENT

Waste Baskets -----	160	Napkin Rings -----	24
Shopping Baskets -----	73	Trays -----	75
Flower Baskets -----	150	Jardineers -----	18
Hanging Baskets -----	32	Hampers -----	26
Lamps -----	3	Sewing Baskets -----	154
Bulb Trays -----	75	Nut Baskets, sets-----	3
Market Baskets -----	10	Doll Furniture, sets-----	12
Trinket Baskets -----	42	Mats -----	24
Fruit Baskets -----	11	Small Chairs -----	12
Miscellaneous Baskets ----	53	Stools -----	15

PIANO TUNING DEPARTMENT

Pianos Tuned -----	90	Piano Actions Overhauled--	6
Piano Actions Repinned---	10	Hours Work -----	45
Recapping Hammers, sets--	3		

Piano keys recovered and many miscellaneous small repairs.



SCHOOL ORCHESTRA

M. A. Steppan, *Director*

NET, WOODWORK AND DOORMATS

Door Mats -----	247	Landing Nets -----	15
Laundry Bags -----	15	Fish Bags -----	136
Fly Nets -----	27	Floor Brushes -----	5
Stools, Small -----	19	Doll Hammocks -----	146
Stools, Medium -----	26	Hammocks, Baby -----	4
Stools, Large -----	11	Hammocks, Large -----	14
Door Mat Frames -----	4	Commercial Fish Bags -----	16
Picture Frames -----	2	Electric Lamps -----	14
Cane Seat Frames -----	12	Broom Holders -----	2
Nursery Chairs -----	10	Trinket Boxes -----	79
Magazine Stands -----	88	Utility Boxes -----	42
Book Racks -----	2	Checker Boards -----	17
Bird Houses -----	30	Wood Spoons -----	4
Counter Brushes -----	1	Basket Bottoms -----	15
Knife Boxes -----	2	Barber's Cabinets -----	1
Mail Boxes -----	1	Tool Cases -----	1
First Aid Kits -----	4	Doll Hammock Stands -----	2

3. The music department is well organized and is doing very effective work. The younger pupils are given rote singing in groups and such other elemental music instruction as can be adequately organized. We give individual instruction to all pupils that have attained the age of eight. Some exceptions, however, should be noted. If a pupil shows exceptional talent before that age individual instruction is started earlier. If after several years of trial it is noted that a pupil does not have adequate talent to continue he is allowed to drop his enrollment in music. In this department we give instruction upon the piano, pipe organ, violin and the other band and orchestral instruments. Instruction is also given in voice. Opportunities are given for solo and group singing through our Glee Clubs and smaller singing groups. Likewise opportunities for instrumental work are given in the band, orchestra and smaller instrumental groups. Instruction is given in the theory and history of music and in composition.

Recitals are given in the spring of the year by the various departments. On following pages are some of the more recent programs.

Minnesota School for the Blind

VOICE RECITAL

Assisted by the Class in Composition

Friday Evening, April 15th, 8:00 o'clock

PART ONE

1. Now the Day Is Over.....*Joseph Barnby, Baring-Gould*
GLEE CLUB
2. Drink To Me Only With Thine Eyes.....*Old English*
Last Night*Kjerfulf*
GLEE CLUB
3. Absent*Metcalf*
The Long Day Closes.....*Sullivan*
MIXED QUARTET
4. Volga Boat-Song*Russian*
GLEE CLUB
5. Build Thee More Stately Mansions.....*Farwell, Holmes*
Cast Thy Burden Upon The Lord, "Elijah".....*Mendelssohn*
GLEE CLUB
6. Negro Spirituals—
 - (a) Steal Away
MAYNARD NORDQUIST
 - (b) Go Down, Moses
GLEE CLUB
 - (c) Nobody Knows the Trouble I See
VALBORG MARTINSEN
 - (d) Deep River
GLEE CLUB

PART TWO

Original Compositions

1. Piano Solo—Wandering Waltz.....*Edna Bolme*
(PLAYED BY THE COMPOSER)
2. Piano Solo—Moods*Louis Schuldt*
(PLAYED BY THE COMPOSER)
3. Song—An Old Garden.....*E. Guillemín*
(SUNG BY GIRL'S GLEE CLUB)

4. Piano Solo—A Fox Trot-----*Maynard Nordquist*
(PLAYED BY THE COMPOSER)
5. Organ Solo—Evening -----*Valborg Martinsen*
(PLAYED BY THE COMPOSER)

INSTRUMENTAL RECITAL

Friday Evening, May 6th, 1932, 8:00 o'clock

1. March Militaire -----*Schubert*
2. Minuet -----*Haydn*

ORCHESTRA

3. Clarinet Solo—Cutting Capers -----*Echtner*
ARVID THOMAS

ORCHESTRA ACCOMPANIMENT

4. Mexican Serenade—La Golandrina-----*Sarradell*
ORCHESTRA

5. Saxophone Solo—Valse Caprice-----*Wiedoeft*
MAYNARD NORDQUIST

MISS GUILLEMIN AT THE PIANO

6. March—Officer of the Guard-----*Jewell*
7. Selection—Operatic Mingle-----*Berry*
8. March—Boys in Purple-----*Kooyman*
9. Cuban Tango—De Mangles-----*Kiefer*
10. Comedy Polka -----*Kloss*

BAND

ANNUAL PIANO MUSIC RECITAL

Thursday Evening, May 12th, 1932, 8:00 o'clock

1. Marche Militaire -----*Schubert*
ORCHESTRA

2. Piano Duet—Norwegian Dance, Op. 25, No. 2-----*Grieg*
VIOLA GRAY AND OLGA FARONE

3. Piano Solo—Berceuse, from "Joselyn"-----*Godard*
GORDON OLSON

4. Piano Solo—Valse Chromatique-----*Leschetizky*
DAISY ORLOVICH

5. Organ Solo—Evening -----*Valborg Martinson*
VALBORG MARTINSON



SCHOOL BAND

M. A. Steppan, *Director*

6. Piano Duet—The New Colonial March-----*Hall*
CLYDE OLSON AND ELMO MAYFIELD
7. Piano Solo—March of the Peppermint Sticks from the
“Candy Suite” -----*Bilbro*
NORMAN KAUPANGER
8. Piano Solo—Nocturne, Op. 4, No. 1-----*Schuman*
LOUIS SCHULDT
9. Song—Memories -----*Rohrer*
MIXED QUARTETTE
10. Piano Ensemble—Valse, Op. 178, No. 19-----*Gurlitt*
LILLIAN VANDERWERF, LORRAINE HILL,
MYRTLE KIEL, BLANCHE HULBERT
11. Piano Solo—Cherry Blossoms-----*Gaynor*
EARL KAUPANGER
12. Piano Solo—German Dance -----*Beethoven*
ROBERT PETERSON
13. Organ Solo—“Morning” from “Peer Gynt”-----*Grieg*
Arranged for organ by Edna Bolme
EDNA BOLME
14. Piano Trio—Polish Dance-----*Scharwenka*
MARIE WILLIAMS, MINETTA JOHNSON,
GERMAINE FULLER
15. Piano Solo—Arabesque, No. 2-----*Debussy*
DENISE DEBO

BACCALAUREATE PROGRAM

Sunday Evening, May 22nd, 1932, 8:00 o'clock

1. Prelude—At Evening -----*Buck*
VALBORG MARTINSON
2. Hymn—Now the Day is Over-----*Audience*
(M. E. Hymnal, No. 59; Congregational Hymnal No. 692)
3. Prayer—
REV. DR. FRANCIS L. PALMER
4. Song—He Shall Come Down Like Rain-----*Allen*
MIXED QUARTETTE

5. Vocal Solo—But The Lord is Mindful of His Own
"St. Paul"-----*Mendelssohn*
MAYNARD NORDQUIST
 6. Baccalaureate Sermon—
DR. PALMER
 7. Song—My Task -----*Ashford*
MIXED QUARTETTE
 8. Benediction—
DR. PALMER
 9. Postlude—March, "Athalie" -----*Mendelssohn*
EDNA BOLME
-

COMMENCEMENT PROGRAM

Thursday Evening, May 26th, 1932, 8:00 o'clock

1. Processional—Pomp and Circumstance-----*Elgar*
VALBORG MARTINSON
2. Songs—Stars of the Summer Night-----*Smart*
Calm as the Night-----*Bohm*
GLEE CLUB
3. Our Heroes -----*Ascher*
ORCHESTRA
4. Address—
GEORGE F. MEYER
Director of Sight Saving and Braille Classes
Minneapolis, Minnesota
5. Piano Duo—Valse -----*Arensky*
VALBORG MARTINSON, DENISE DEBO
6. Presentation of Diplomas —
SUPERINTENDENT MENDUS R. VEVLE
7. Presentation of Scholarships and Athletic Awards—
SUPERINTENDENT MENDUS R. VEVLE
8. Saxophone Solo—Valse Caprice-----*Wiedoft*
MAYNARD NORDQUIST
9. Officers of the Guard-----*Jewell*
BAND

DEPARTMENT OF CHILD ANALYSIS

A department was organized during this last year to give assistance with problem children. We selected a teacher with a major in subnormal psychology from the University of Minnesota to head the department. With the aid of a tester from Dr. Kuhlman's office we gave the Hayes-Binet test to all of our children. The test showed an I. Q. range of 32 to 151. The median was 98 and the average 99. We consider the results of great value to us in organizing our work and in determining the type of work best suited to the pupils needs. We are not, however, using the test scores as a final conclusion in all cases. They serve as added information and are used in conjunction with all other data at hand.

Whenever a student has sufficient sight to be tested with the Kuhlman-Binet test we have re-tested using the sighted test, but have found only a slight variation in score. We consider it inadvisable to accept the pupils of low I. Q. It is difficult to determine an exact dividing line, hence, we are considering each case with the range of about 65 to 70 as the lowest level. The low testers in our present enrollment will not return next year.

In addition to the work described above this department has taken all new pupils who have been to school elsewhere for the purpose of testing and classifying them. Very often the reported grade location for pupils with poor or no vision is not reliable. Frequently it is necessary for us to place them several grades lower than reported. This special department keeps these pupils until a definite grade location is determined. But the department does not always demote.

A sixteen year old boy came to us last fall after having had very few opportunities to attend school. He was placed in our special department with special and personal attention. At the outset he was doing second and third grade work, but next year he will be placed in the seventh grade. Likewise children who have had continued difficulty in classes, but with a satisfactory I. Q. are given special attention and advance more rapidly. Those of the lower I. Q. remain in the department.

LIBRARY

A well-equipped library of books in raised print, numbering some 12,140 volumes, is maintained at the School in charge of a librarian.

Any responsible blind person living in the state is permitted to draw books in raised print. Application cards are furnished those persons who apply for them, and on their receipt and acceptance by the librarian the applicant is entitled to the privilege of the library.

But one book is issued at a time to any person. This may be retained for one month from the date of issue. If at the expiration of that time it is desired to retain the book for another month, a request to do so must be sent to the library. Permission to retain it is granted unless there are other applications for it. Selections can be made from a printed list which is furnished upon application.

During the years of 1931-32 the circulation of library books was 15,155 volumes. This included readers at the School and outside of the School in the state of Minnesota. During the first year of the biennium there were 250 readers; and during the second year, 213 readers.

On account of the large circulation of library books to readers of the state through the mails and the circulation of books among the pupils of the School, the librarian is required to handle on an average about 1,000 of these large volumes per month. Special bags have been made to be used for sending these large volumes through the mails. During the biennium just closed 716 volumes of Braille books have been added to the library.

In addition to the circulation of library books, magazines are loaned to blind readers. This School receives different magazines in Braille, New York point, and Moon type, for the benefit of blind readers.

RELIGIOUS EDUCATION

Chapel exercises, which all pupils attend, are conducted each day. The pupils attend the church of their choice on Sunday. The School, being a state institution, is nondenominational; therefore no particular creed is taught by the School itself, but pupils of the Catholic faith receive weekly instruction by Rev. P. J. Ryan, and those of the Lutheran faith are under the instruction of Rev. H. O. Bjorlie.

In addition to the religious instruction by the above-named gentlemen, Sunday afternoon talks are given throughout the school year by Dr. F. F. Kramer, of the Seabury Divinity School.

EXTRA CURRICULAR TRAINING

Extra curricular activities at the School comprise both boys' and girls' organizations. The Boy Scouts and the Girl Scouts have their regular indoor meetings, and in addition take many hikes for nature study and camping.

The School is a member of the National Athletic Association of Schools for the Blind. The competition among the schools throughout the United States is keen, clean and wholesome. This spirit of competition

of course creates active interest in all kinds of athletics. During the biennium our boys and girls have been quite successful in their athletic competition with other schools, the girls having been more successful than the boys. In 1927, 1929, 1930 and 1931 the girls won the silver cup, and are now entitled to retain it permanently. Our boys won the silver cup in 1929.

OCULAR SERVICE

I am glad to acknowledge the splendid ocular service rendered to the School by Dr. Douglas F. Wood and Dr. J. H. Gammell of Minneapolis. Both of these gentlemen have been both willing and anxious to give expert service to the children at the institution.

I am pleased to add to this report the ocular report as submitted by Dr. Douglas F. Wood.

Mr. M. R. Vevle
Supt. School for the Blind
Faribault, Minnesota

My Dear Mr. Vevle:

I hereby submit the following report for the years 1931-1932. There were 279 students examined, to whom 71 prescriptions were given:

Examination and history of new cases recorded	71
Tonsillectomies	8
Some of these were done under local and others under general anaesthesia.	
Cataract Needlings	4
Results in these were all good. One boy had practically normal vision following his operation.	
Refractions	25
Lid Operations	1
Iridectomy	1

The operative results were all good.

In examining our findings for the past year, the Ophthalmia neonatorum cases have been very materially reduced, the majority of those examined were born before the silver nitrate law went into effect. There were no trachoma cases. There were several leuetic cases causing interstitial keratitis and optic atrophy. These we hope to help more with the aid of our new registered nurse.

We are still doing a number of tonsillectomies. It seems to me that the counties should take care of these cases before they are sent in to us. Most every county has a hospital with facilities such as to take care of the physical condition of these cases before sending them to a teaching institution.

Very truly yours,
DOUGLAS WOOD.

MEDICAL SERVICE

The general health of our pupils has been under the direct supervision of Dr. F. U. Davis. Health conditions have been very satisfactory and I am pleased to acknowledge the fine spirit of coöperation and support given to the institution by Dr. F. U. Davis.

The annual medical report is submitted herewith.

Mr. M. R. Vevle, Supt.

My Dear Mr. Vevle:

I submit herewith a brief and informal report of the health conditions at the School for the Blind during the past two years.

The health of the pupils has been in general good, well up to the average of previous periods. There have been two deaths, one due to a cerebral embolus during a tonsillectomy and one due to a brain condition of long standing and which had been operated two years before. With one exception we have had but a single epidemic contagion. Last winter when influenza was so prevalent in the community we had a large number of cases affecting about one third of our school population. There were no particular severe cases, however, and recovery was complete and uneventful in each case.

We have been particularly free from the minor contagions such as impetigo, scabies, ring worm and the like and I attribute this largely to the untiring care of the persons who have had the children in charge.

The medical records of the children have been better kept than ever before and in this matter there will be still further improvement next year because of the fact that we are to have a registered nurse. This addition to our staff will be a great help and one which I have realized the necessity of for many years. I greatly appreciate your efforts in this

matter as well as the coöperation and consent of the Board of Control. The careful inspection of the children which is conducted at the opening of each term and which doubtless helps very much in keeping us free from contagion can now be followed up under professional supervision.

The sanitation of the school is carefully guarded and the grounds and buildings are in a very satisfactory condition.

I wish to express my appreciation and thanks to you personally for your coöperation with me and my department. Every opportunity has been given me in the care of the children and I feel that without this aid I could do very little comparatively for the good of our charges.

Respectfully yours,
F. U. DAVIS.

CAUSES OF BLINDNESS

The following shows the principal causes of blindness among the pupils in attendance at the School during the latest biennium.

Ophthalmia Neonatorum -----	13
Trachoma -----	0
Progressive Myopia -----	7
Interstitial Keratitis -----	10
Phlyctenular Keratitis -----	6
Optic Nerve Atrophy -----	25
Accidents -----	13
Infantile Glaucoma -----	4
Congenital Cataract -----	24
Other Congenital Conditions -----	7
Other Causes -----	28

CLOTHING LIST FOR BOYS

Every pupil entering the school should be supplied with the following articles of clothing, well made and of good material, or money enough to buy them:

1 Trunk or suit cases	1 Comb and brush
1 Suit for weekday wear	1 Toothbrush
1 Suit for Sunday wear	1 Overcoat
1 Pair extra trousers (small boys)	2 Pair coveralls
3 Colored and 3 light day shirts or waists	1 Sweater
12 Pair socks (older boys)	1 Pair bedroom slippers
6 Pair stockings (younger boys)	1 Bathrobe
3 Suits of light underwear	3 Night shirts or pajamas
3 Suits of heavy underwear	1 Winter cap
2 Pairs of shoes	1 Summer cap
1 Pair of rubbers	2 Pair Paris garters
1 Pair of gymnasium shoes	1 Muffler
1 Pair of mittens or gloves	1 Pair overshoes
12 Handkerchiefs	2 Pair suspenders or 2 belts
	3 Neckties
	12 Clothes hangers

CLOTHING LIST FOR GIRLS

Every pupil entering the school should be supplied with the following articles of clothing, well made and of good material, or enough money to buy them:

1 Trunk or suit cases	1 Pair overshoes
4 Dresses for every day	1 Pair rubbers
2 Dresses for Sunday wear	1 Pair slippers, bedroom
3 Princess slips	1 Bathrobe
6 Pairs bloomers	1 Pair mittens and 1 pair gloves
3 Night gowns or pajamas	1 Comb
6 Pairs of stockings	1 Toothbrush
1 Winter coat and hat	12 Handkerchiefs
1 Summer coat and hat	3 Brassieres, older girls
3 Suits of light underwear	1 Sweater
4 Summer under vests	1 Pair gymnasium bloomers
3 Combination suits, winter (not wool) sleeveless, knee length	1 Gymnasium middie blouse
2 Pairs of shoes	1 Sanitary belt
1 Pair of gymnasium shoes	4 Boxes sanitary napkins
	1 Garter belt
	12 Clothes hangers



MISS FANNIE ETTA LADD

NECROLOGY

Miss Fannie Etta Ladd, who taught at this School from 1891 to 1911 and from 1920 to 1932, suffered a fracture of the hip on April 20, 1932, and on May 3rd she suffered an unexpected heart attack and passed away.

Miss Ladd was a woman of strong personality and exemplary character. The influence of her service to children, which has extended over nearly half a century, will continue to be felt throughout the years that are to come. Hers has always been the difficult task of molding the character of young lives. Hundreds have profited by her guiding counsel and have grown to manhood and womanhood under her guiding care. These rise today and call her blessed and honor and revere her memory.

ACKNOWLEDGMENTS

Free Magazines

International Braille Magazine and American Review for the Blind (combined), American Braille Press for War and Civilian Blind, 598 Madison Ave., New York, New York.

The Braille Book Review, American Braille Press for War and Civilian Blind, 598 Madison Ave., New York, New York.

The Musical Review, American Braille Press for War and Civilian Blind, 598 Madison Ave., New York, New York.

The Minnesotan, Minnesota Council of Agencies for the Blind, Minneapolis, Minnesota.

The Beacon, The Michigan School for the Blind, Lansing, Michigan.

The Goodwill Magaizne, The Goodwill Magazine for the Blind, Inc., C. J. Anderson, Secretary, 4214 Fifth Avenue South, Minneapolis, Minnesota.

The International Lions' Juvenile Braille Monthly, International Lions' Club, Clovernook Home for the Blind, Mt. Healthy Branch, Cincinnati, Ohio.

Lux Vera, Joseph Gockel, Publisher, 2342 North 36th Street, Milwaukee, Wisconsin.

The Catholic Review, Xavier Free Publication Society for the Blind, 138 West 97th Street, New York City, New York.

The Christian Record, Christian Record Publishing Company, College View, Nebraska.

The Herald of Christian Science, The Christian Science Publishing Society, Boston, Mass.

The Lutheran Messenger, The Universal Braille Press, 739 North Vermont Ave., Los Angeles, California.

The Evangel, Hope Printing Company for the Blind, Inc., 208 Oak Street, Paw Paw, Michigan.

The Mathilda Ziegler Magazine, Mathilda Ziegler Publishing Company, Monsey, New York.

The Outlook for the Blind, American Foundation for the Blind, Inc., 125 East 46th Street, New York City, New York.

The Teachers' Forum, American Foundation for the Blind, Inc., 125 East 46th Street, New York City, New York.

The Weekly News, National Braille Press, Inc., 110 Tremont Street, Room 501, Boston Mass.

The Searchlight, New York Association for the Blind, 111 East 59th Street, New York City, New York.

The Red and White, Alumni Association of the Pennsylvania Institution for the Instruction of the Blind, Overbrook, Philadelphia Pa.

The Weekly Review, Joseph Gockel, 834 Thirty-sixth Street, Milwaukee, Wisconsin.

To the U. S. George Washington Bi-Centennial Commission, Washington Building, Washington, D. C. for many copies of "Washington, The Colonial and National Statesman" by David M. Matteson.

To the American Bible Society of New York for the many copies of "Scripture Passages."

To the Library of Congress for the following books: "The Glory Trail," by Janice Meredith; "Finding the Trail of Life," by Rufus M. Jones.

To the American Brotherhood of Free Reading for the Blind, Los Angeles, California for the following: "A Daughter of the Seine," by Jeanette Eaton; "More Than Conquerors," by Ariadne Gilbert; "The Conquest of Antarctica," by Richard Byrd; "John Brown's Body," by Stephen V. Binet; "The Greatest Thing in the World," by Henry Drummond; "The Art of Thinking," by Ernest Dinnet; "The Winning of Barbara Worth," by Harold Bell Wright.

To the Braille Institute of America, Los Angeles, California for "The Story of the Pony Express," by Bradley and "Skyward," by R. E. Byrd.

To the Junior League of Philadelphia, Philadelphia for "Health, How to Keep It," by H. N. Bundeen, and "Philadelphia," by the Chamber of Commerce.

To the Daughters of Ohio for "The Great Meadow," by Elizabeth M. Roberts.

FUTURE NEEDS

It has been frequently recommended that a lower school be built for the Minnesota School for the Blind. This school should include living, dining, play and class room facilities for all children of the kindergarten, first, second and third grades. The building should be advantageously placed so that the proper segregated playgrounds can be developed around it. When these facilities are provided, it will relieve somewhat our present near-crowded conditions in dormitories and classrooms, and will provide adequate facilities for the early training of blind children. The plan is worthy of careful consideration.

I wish to recommend the following appropriations to meet the need of the institution for the biennium: Current expense, \$140,000; repairs,

\$6,000; furniture and equipment, \$1,500; library and musical supplies, \$3,500; industrial supplies, \$500; fire escape for boys' cottages, \$3,000; new boiler, with stoker and auxiliary equipment, \$9,000; motor-driven vacuum pump, \$1,500; Summer School, \$8,000; higher education, \$6,000; and improving grounds, \$1,000.

GRADUATES

In 1873 the Minnesota School for the Blind graduated its first class. Four young people were given their certificate which certified that the prescribed work had been completed. Since that time 129 others or a total of 132 have been presented with diplomas on the completion of the outlined courses. Of this number 86 were boys and 46 girls. By counties they are divided as follows:

Counties	Number	Counties	Number
Anoka -----	2	Olmsted -----	4
Becker -----	1	Pennington -----	1
Big Stone -----	3	Pine -----	1
Blue Earth -----	2	Polk -----	1
Cass -----	1	Pope -----	2
Chisago -----	1	Ramsey -----	7
Crow Wing -----	1	Redwood -----	1
Dakota -----	1	Renville -----	2
Dodge -----	1	Rice -----	10
Douglas -----	2	Roseau -----	1
Faribault -----	2	St. Louis -----	7
Fillmore -----	4	Scott -----	1
Goodhue -----	8	Sherburne -----	1
Grant -----	2	Sibley -----	1
Hennepin -----	16	Steele -----	1
Houston -----	1	Stevens -----	1
Isanti -----	1	Stearns -----	4
Kittson -----	1	Swift -----	1
Lac qui Parle -----	1	Todd -----	3
Le Sueur -----	2	Waseca -----	1
Lyon -----	2	Washington -----	4
McLeod -----	2	Watonwan -----	3
Martin -----	2	Wilkin -----	1
Meeker -----	3	Winona -----	6
Morrison -----	1	Wright -----	3
Mower -----	1		

The list of graduates as recorded in the files of the school is as follows:

Class of 1873

Name	Town	County
Crandall, Eliza Maria-----	Blue Earth-----	Faribault
Norris, George Herbert-----	Cottage Grove-----	Washington
Suiter, Anna Maria-----	Zumbrota-----	Goodhue
Tucker, John Jay-----	Red Wing-----	Goodhue

Class of 1874

None

Class of 1875

None

Class of 1876

Schmidt, Richard-----	Brownsville-----	Houston
Vadner, Alexander Edward---	Maple Lake-----	Wright

Class of 1877

Cadwell, Orville Clyde-----	Fairmont-----	Martin
Pugh, Rebecca Jane-----	Hutchinson-----	McLeod
Rich, Caroline E.-----	Breckenridge-----	Wilkin
Thompson, Josiah-----	Waverly-----	Wright
Thompson, William Ebenezer--	Forest City-----	Meeker

Class of 1878

None

Class of 1879

None

Class of 1880

None

Class of 1881

Johnson, Julia B.-----	Kenyon-----	Goodhue
Mueller, Chas. A. C.-----	St. Paul-----	Ramsey
Torguson, Torgus-----	Faribault-----	Rice

Class of 1882

None

Class of 1883

None

Class of 1884

None

Class of 1885

Farmer, John Frederick-----	Spring Valley-----	Filmore
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Class of 1886

None

Class of 1887

Ferber, Henry	Pine Island	Goodhue
Hurlburt, Irene	Byron	Olmsted
Leveen, Martha C.	Franconia	Chisago
Wescott, Myrtle Belle	Minneapolis	Hennepin

Class of 1888

Caw, Winona Jessie	Chatfield	Fillmore
Jackman, Frank Chase	Minneapolis	Hennepin
McGinnis, Chas. P.	Lewiston	Winona
Whipple, Viola M.	Minnetonka	Hennepin

Class of 1889

Case, Maud	Dodge Center	Dodge
Linehan, John J.	Minneapolis	Hennepin
Ross, Chas. Elmer	St. Johns	Stearns

Class of 1890

Carroll, Margaret	Duluth	St. Louis
Deranleau, Remi	Belle Prairie	Morrison
Lake, Lewis I.	Long Prairie	Todd
Schroeder, Henry Frederick	Plato	McLeod
Waa, Anderson Anna	Red Wing	Goodhue

Class of 1891

None

Class of 1892

Cameron, Alexander	Duluth	St. Louis
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Class of 1893

Hughes, Emily Veloria	Clarissa	Todd
Murphy, Joseph	Janesville	Waseca

Class of 1894

Scott, Emil M. Anderson	Alexandria	Douglas
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Class of 1895

Cowdy, Alice May	Stanton	Goodhue
Gust, Robert	Nora	Pope

Class of 1896

Miller, Estelle	Minneapolis	Hennepin
O'Brien, Fannie	Faribault	Rice

Class of 1897

None

Class of 1898

Kieffer, Theresa	St. Paul	Ramsey
Lyon, Nathan Ray	High Forest	Olmsted
Woodworth, Harry	Utica	Winona

Class of 1899

Coughlan, Robert Joseph	Mankato	Blue Earth
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Class of 1900

Brandeem, Emma	Duluth	St. Louis
Boyer, Lena Regina	Audubon	Becker
Brink, Esther	Eggleson	Goodhue
Clarke, John A.	Farmington	Dakota
Handrahan, Frederick Archer	St. Cloud	Stearns
Jones, Bertha Elizabeth	Anoka	Anoka
Maxwell, Robert	Faribault	Rice
Sund, Edward	Stanchfield	Isanti

Class of 1901

Jacobson, Halvor	New Market	Scott
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Class of 1902

Youmans, Ada May	Minneapolis	Hennepin
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Class of 1903

Dart, Raymond Henry	Winona	Winona
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Class of 1904

Miller, Paul Winnifred	Waverly Mills	Wright
Redeman, Emma Theresa	Tracy	Lyon

Class of 1905

Hake, Leslie	Faribault	Rice
Hogan, Agnes Venetia	Rochester	Olmsted
Phelps, Mrs. (Fannie Jackson)	St. Paul	Ramsey
Rau, David	Faribault	Rice

Class of 1906

Hake, Bessie May	Faribault	Rice
Knutson, Nels	Robbins	Kittson

Class of 1907

None

Class of 1908

Anderson, Robert William	Winthrop	Sibley
Hall, Frank W.	Minneapolis	Hennepin

Class of 1909

Lloyd, Evan	Cleveland	Le Sueur
Rustan, Benjamin	Minneapolis	Hennepin

Class of 1910

Kenyon, Ralph, G.	Newport	Washington
Nelson, Lillie	Brainerd	Crow Wing
Tenhoff, Adolph	Sherburne	Martin
Van Cleve, Erastus	Minneapolis	Hennepin

Class of 1911

Stackpole, John	Minneapolis	Hennepin
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Class of 1912

Erickson, John G.	Scandia	Washington
Freundin, Lillian	Minneapolis	Hennepin

Class of 1913

Kramer, Walter	Melrose	Stearns
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Class of 1914

Hake, Grace E.	Faribault	Rice
Larson, Carl Arvid	Scandia	Washington

Class of 1915

Barbeau, Florence	St. Paul	Ramsey
Hoyer, Frederick C.	Morris	Stevens
Lien, Adolph	Oden	Watonwan
Swan, Eric Stanley	Balaton	Lyon
Underdahl, Severina	Cannon Falls	Goodhue
Westlund, Oscar	Round Prairie	Todd

Class of 1916

Hein, Edward	Odessa	Big Stone
Lien, Berthina	Oden	Watonwan
Westbrook, George	Leroy	Mower

Class of 1917

Lien, Torger	Butterfield	Watonwan
Hineline, Marion	Minneapolis	Hennepin
Strom, Arthur	Benson	Swift

Class of 1918

None

Class of 1919

James, Maxwell	Glenwood	Pope
Nordquist, Myrtle A.	Hoffman	Grant
Peterson, Clarence Wm.	St. Paul	Ramsey
Peterson, George E.	Dassel	Meeker

Class of 1920

Aiken, Mildred E.	Minneapolis	Hennepin
Foster, Robert	Duluth	St. Louis
Hawkins, Howard R.	Crookston	Polk
Hein, Henry A.	Odessa	Big Stone
Huhtala, Charles	Virginia	St. Louis
Roepke, George	Faribault	Rice

Class of 1921

Christopherson, James R.	Finlayson	Pine
Houghtelin, Elmer	Chatfield	Fillmore
Wannebo, Viola	Minneapolis	Hennepin

Class of 1922

Hentges, Jacob M.	Eden Valley	Meeker
Sadar, Frank	Eveleth	St. Louis
Schultze, Raymond	Owatonna	Steele

Class of 1923

Bieter, Florence	Faribault	Rice
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Class of 1924

Bartell, Paul	Blue Earth	Faribault
Bischoff, Herman F.	Thief River Falls	Pennington
Jedlinski, Josephine	Minneapolis	Hennepin
Sterbenz, Florence	Winona	Winona

Class of 1925

Erickson, Archie	St. Francis	Anoka
Houghtelin, Philip E.	Chatfield	Fillmore

Class of 1926

Glodfelty, Joseph	Faribault	Rice
Kline, Frank	Olivia	Renville
Picha, Daniel	New Prague	Le Sueur

Class of 1927

Grimes, Patrick	Franklin	Renville
Peterson, Clarence	Minneapolis	Hennepin

Class of 1928

Hein, John	Odessa	Big Stone
Severson, Leonard	Greenbush	Roseau

Class of 1929

Hasher, Leo	Mapleton	Blue Earth
Leider, Alice	Zimmerman	Sherburne
Overlee, James	Walnut Grove	Redwood
Zeliff, Blanche	Winona	Winona

Class of 1930

Anderson, Edwin M.	Alexandria	Douglas
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Class of 1931

Femrite, Mabel	Dawson	Lac qui Parle
Haider, Mayme T.	St. Paul	Ramsey
Higgins, Harold J.	Winona	Winona
Larson, George	Cass Lake	Cass
Newburgh, Dorothy	St. Paul	Ramsey
Peterson, Allan	Lakewood	St. Louis
Tschida, Rose	Avon	Stearns

Class of 1932

Nordquist, Maynard	Hoffman	Grant
Weinhold, Harold	Rochester	Olmsted

Physical Education in Schools for the Blind

MENDUS R. VEVLE

Physical exercise as a factor in the education and development of youth is not a modern idea, nor a product of our own day. Mr. K. A. Knudsen in his "Textbook of Gymnastics" reports that systems of physical training were found in the earliest history of China, Japan, India, Persia and among the Jews; while in Egypt pictures have been found showing the kind of exercises used there in the very early days. He states further that among none of the peoples of olden time did physical exercise reach such a height of development as among the Greeks, and in all that concerns the development of the body the Greeks still stand to this day an unattained model for all nations. They summed up the factors for education of the young in two words, music and gymnastics. By music they meant some of the most important means used at that time for the education of the mind, especially the recitation of poetry with accompaniment. By gymnastics they meant the means for that development which was gained thru physical exercise. Knudsen continues by saying "The Greeks understand the close connection between the mental and physical side of man, and had learned that during the development of such physical qualities as health, strength and control over the body, there must be a strong effect on the mental qualities of will, energy, courage, self reliance, and self control." Thus it is readily seen that the need for physical exercise and the ultimate aim of a well planned program is not a new and modern conception.

In presenting the problem of "Physical and Health Education Among Handicapped Children," I will deal with that part of the subject which effects blind children, the special group with which I work. Let us therefore first talk about a group of desirable objectives common to all groups and then discuss some special features demanded by the group under consideration.

In his book on "Gymnastic Teaching" Dr. Skarstrom of Wellesly College makes this statement. "It is unfortunately true that at present gymnastic work suffers from the extravagant claims made for it by some of its earlier enthusiastic advocates in this country, and from the limitations imposed by loyalty to traditional, more or less empirical conceptions and methods. It is often placed in a false position and made to appear at a disadvantage by superficial and specious comparison with dancing, play, games and athletics and by being classed indiscriminately with these in general and cursory discussions of the values of physical education. Again,

the reactive effect of excessive claims on the one hand, and all too numerous examples of poor teaching and poor work on the other, have led some sincere and thoughtful exponents of physical education to relegate gymnastics to the role of a mere therapeutic agent, to be used only in cases requiring correction of faulty anatomical relations, development defects, etc. By implication or direct statement it has even been denied that the work has much, or any, educational value, or that it is capable of supplying the need for general exercise in an adequate and interesting manner."

That there are numerous instances of work carried on in a way to justify views like these is undoubtedly true. There may also be found examples of work which fail to accomplish even the so called corrective purposes. Such conditions are especially found in departments where the teacher in charge is not adequately trained and where the desire to train athletes or to make the work recreative in character exceeds the desire to carry out a well developed and carefully planned course in physical education. The wholesale organization of departments after the passage of our physical education law did permit the inclusion of faulty objectives but under the careful guidance of the State director of physical education objectives of recognized value are evident throughout the entire field of work. That gymnastics have a place and an important one, both as a hygienic agent and as a positive factor in education is recognized by the vast majority of leaders in physical education as well as by an increasing number of men and women identified with efforts to advance the scope and effectiveness of education in all its phases.

The first and primary objective of physical education is the hygienic one. Dr. Skarstrom in speaking of this objective says that gymnastics must "Furnish muscular exercise of an all-round character, sufficient in quantity, continuity and vigor to secure a marked organic reaction." In the brief period allotted to a gymnastic lesson this organic stimulation must necessarily be as powerful as is consistent with safety, in order to secure lasting and permanent effects. Again quoting he says, "The work must, therefore, be intense enough to cause immediate and progressive increase of heart action, with accompanying acceleration of the whole circulation; rise of arterial pressure; relief of venous and lymph stasis everywhere, and especially in the body cavities and internal organs; flushing and heightened activity of the skin; deeper and more rapid ventilation of the lungs; vigorous stimulation of the abdominal organs."

In addition to this deep stimulation, muscular control and limberness should at all times be considered as necessary results. This ability to handle oneself freely and gracefully will come as a result of a well di-

rected program. As we grow away from our childhood years we have a tendency, thru disuse, to lose control of definite groups of muscles. This together with the stiffening of the joints, again thru lack of proper use, causes a carriage that is clumsy, walking that is heavy and poor posture. A well directed program will help the individual to retain control of all of his muscle groups and will regain for him his natural limberness. The natural result is free and easy walking with a light and buoyant step. Hence the frequent and regular repetition of well selected exercises will increase the functional efficiency of all the organs, will favor all of the processes which make for health, vitality and organic vigor.

Here too, lies our opportunity for corrective work. The individuals must be carefully observed so that all peculiar conditions can be noted and proper corrective work prescribed. Particularly good results can be secured in the field of walking, running, posture and general health. When a child's walk is heavy and clumsy and his running slow and heavy the cause can usually be traced to some muscular condition that will respond to treatment under the direction of a skilled teacher. Likewise in posture. Usually thru proper diagnosis as early in the child's life as possible the cause can be determined and corrective exercises prescribed. To do this the teacher in charge must know more about physical education than just a group of exercises and methods in directing and giving commands. He must make a thorough study of physiology and must know the contributing reasons for each condition and what effect the prescribed exercises will have on these causes. Under such treatment we have a right to expect a light and springy walk and run and a posture that enables the body to function to the best advantage as regards to work, health and appearance. These results will vitalize the hygienic, economic, social, esthetic and spiritual values ascribed to a proper physical education program.

This hygienic objective is common to all groups but is of special importance in the field of blind students. The seeing child's physical movements are directed by the child's ability to see the actions of others. He wants to walk erect, sit straight and run lightly because most of the people he sees do so. This desire causes a corresponding effort with good results. The blind child however, must learn to walk, run and to maintain a good carriage thru entirely a different process of learning. Then, too, in teaching the blind child the teacher must always consider the child's fear of collisions. Experience in this field has shown that body mechanics is seldom improved indirectly through activities but must be taught as a definite process of learning.

Mr. H. D. Drew, Director of Physical Education at Chattanooga, Tenn. in writing on this same subject says: "An analysis of the mechanics of walking shows that the weight of the body as it is carried forward, in order to be transmitted in the most economic manner, must pass through the center of the hip, knee, and ankle-joints and the long axes of the femur and tibia of the advanced foot. This is done by extension of the hip and knee of the posterior leg, the body weight being lifted by strong extension of the ankle, carried through the long diameter of the foot to the big toe, and by means of its leverage the body is propelled onward. If the position of the foot is pointed straight ahead, then the weight falls along the whole length of the arch, with the advantage of the leverage of the big toe. With the toes turned out, the weight falls upon the foot at an angle striking a point at about the middle of the longitudinal arch, the anterior part of the foot takes little part in weight-bearing and the leverage of the big toe is lost. Strain is apt to result, or at least, there is not the most economic use of the foot since it is working at a mechanical disadvantage. If the foot weakens under the strain of this position there will be a tendency for it to turn out still more, and so a 'vicious circle' has been established."

In commenting on the above Mr. N. F. Quimby of the Overbrook School for the Blind, says: "Practice in observing our children will enable us to analyze their peculiarities of gait due to individual habits of muscular co-ordination. I have observed that many strike the ground too hard by contracting the vastus group too strongly, while a large number turn their toes outward, and many wear out the inner side of their shoes because they fail to make enough use of the adductors of the free limb. There is a tendency to hold the arms in a rigid position at the sides, or limply in front to prevent accidental bumps. Some of our boys had never heard of swinging their arms when walking; it seemed unnecessary to them. I brought in a dog so that they could actually observe how he walked with the opposite fore and hind legs coming forward together in order to keep his balance, and then I applied the same principles to the human mechanism. Immediately the boys understood and wanted to improve their own carriage."

Again the same author says: "Many blind students fail to get a good "push" with the toe, which may be an additional factor contributing to the predominance of weak and flat feet in our schools. As the left leg swings forward the right arm should accompany it, and as the right leg falls back it should be simultaneously accompanied by the left arm. If the arms swing easily and naturally in conjunction with the body and

leg movements described, we have efficient co-ordination which makes walking a very pleasurable method of locomotion."

It is evident that it is necessary to conduct a more concentrated program with blind children to secure the same values as those found important for seeing children. As noted above much of the work in our physical education department is centered around a corrective program which pays special attention to faulty walking, running, and posture habits and in the correction of mannerisms detrimental to the individual. The results become evident in good posture, erect carriage, ease of bearing and grace in ordinary movements. The resultant ease with which the blind boys and girls are able to walk and move around under normal conditions brings comfort and pleasures otherwise denied them.

The second general objective is the educational one. School life for the blind boys and girls represents a relatively large proportion of time spent in sedentary work with its unfavorable effect on posture and its tendency to deficient or faulty development of motor organs. A sought for result is the one that creates an interest in muscular activities so the individual will of his own accord take a part in such activities. As a result he will take walks, will enter into various games, will take an interest in playground apparatus and do those things which require muscular exertion. The results are a general improvement in health.

In the gymnastic lesson the children are made accustomed to exact and instant obedience which of necessity will carry over into their other activities. Besides this they have an opportunity to show courage and a willingness to face a hard task with confidence in the expected result. During the recreative games they learn to subordinate themselves for the sake of the common good, they learn obedience to laws and rules with an increase in a sense of justice. In addition the children learn quick decision and independence. Mr. Knudsen says "There is, therefore, no doubt that a good physical education program, given by teachers who have mental maturity enough to realize that it means more than mere bodily development, can contribute substantially to the child's mental development."

Dr. Skarstrom in direct reference to this objective says: "The individual's realization of the benefits received from a conscientious performance of the work might reasonably be expected to lead to the formation of wholesome habits of life. Having once experienced the satisfaction and sense of well-being, of power and efficiency, associated with regular, systematic, rational exercise, he is more likely to treat his body with due respect, to heed its laws and recognize its possibilities as well as its limita-

tions. The influence of this kind of self-respect on the individual's whole life and character is not to be underrated."

Under a well directed program for blind children we can expect even a greater response than from the seeing. This can be expected because of the break it brings in a more or less sedentary existence, because of the greater effort required for equal results and because of the natural interest in and desire for some type of muscular activity.

The third general objective is the recreative one. Some instructors have mistaken this objective to mean that the whole program should be one of play. Gymnastics should never be placed in the false position of furnishing entertainment and amusement, or be made into a substitute for play and recreation. Rather the skillful teacher should make the work of his program so interesting and enjoyable it will become as play to the student. This principle holds true in all activities. We enjoy doing the things we like to do.

Of this Dr. Skarstrom again says: "At all times, when properly conducted, there is the pleasure and satisfaction of vigorous action, the inspiration of doing something worthwhile and doing it as well as possible, in unison and cooperation with others, and with the knowledge that it will result in immediate and permanent benefit. Only in this sense can gymnastic work be considered recreation. And that it is so considered by large numbers is indicated by the enthusiastic and unflagging interest maintained in the optional classes of the Y. M. C. A., Y. W. C. A., Turnverein, Settlement and Municipal gymnasias all over the country."

To make gymnastics interesting as well as profitable at a school for the blind is as difficult as in a seeing school but that it can be done to a marked degree is shown at the Minnesota School for the Blind and at other similar schools where well organized programs are being carried out.

In this paper I have called your attention to three desirable general objectives for all classes of children and their special significance to children at schools for the blind.

